

Fairfield Middle

728 US Highway
Winnsboro, South Carolina 29180

Grades 7-8 Middle School

Enrollment 562 Students

Principal Tammy F. Martin 803-635-4270

Superintendent Dr. Clarence E. Willie 803-635-4607

Board Chair Mr. Robert Drake 803-635-3936

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	30	17

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Below Average	No

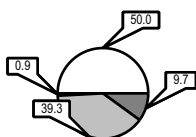
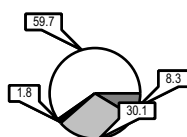
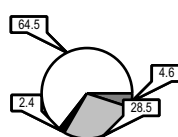
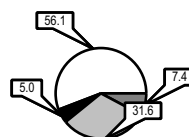
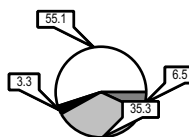
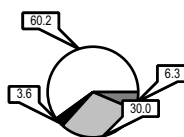
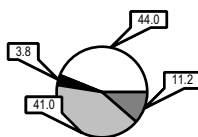
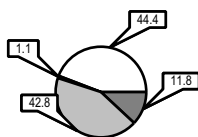
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	561	98.4	49.3	39.9	9.9	0.9	16.2	No	Yes
Gender									
Male	275	97.8	57.1	34.5	7.7	0.8	13.4		
Female	286	99.0	41.8	45.1	12.0	1.1	18.9		
Racial/Ethnic Group									
White	62	100.0	37.3	37.3	22.0	3.4	37.3	No	Yes
African American	486	98.4	50.7	40.5	8.1	0.6	13.5	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	466	98.7	44.6	43.3	11.0	1.1	18.8		
Disabled	95	96.8	72.2	23.3	4.4	0.0	3.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	561	98.4	49.3	39.9	9.9	0.9	16.2		
English Proficiency									
Limited English Proficient	13	92.3	50.0	30.0	20.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	548	98.5	49.2	40.1	9.7	1.0	16.2		
Socio-Economic Status									
Subsidized meals	446	98.2	52.0	40.2	7.3	0.5	13.0	No	Yes
Full-pay meals	115	99.1	38.9	38.9	19.5	2.7	28.3		

Mathematics – State Performance Objective = 36.7%									
All Students	559	98.6	59.1	30.6	8.4	1.9	14.0	No	Yes
Gender									
Male	273	98.5	61.3	26.8	10.0	1.9	14.6		
Female	286	98.6	57.1	34.2	6.9	1.8	13.5		
Racial/Ethnic Group									
White	62	100.0	45.8	33.9	13.6	6.8	27.1	No	Yes
African American	484	98.8	60.8	30.4	7.5	1.3	12.2	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	464	98.9	53.6	34.1	10.1	2.2	15.9		
Disabled	95	96.8	86.7	13.3	0.0	0.0	4.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	559	98.6	59.1	30.6	8.4	1.9	14.0		
English Proficiency									
Limited English Proficient	13	84.6	60.0	20.0	20.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	546	98.9	59.1	30.8	8.2	1.9	13.9		
Socio-Economic Status									
Subsidized meals	444	98.4	61.0	31.2	7.3	0.5	11.6	No	Yes
Full-pay meals	115	99.1	52.2	28.3	12.4	7.1	23.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	558	99.1	64.1	28.8	4.6	2.4	7.1
Gender							
Male	272	98.9	64.0	26.4	5.7	3.8	9.6
Female	286	99.3	64.3	31.0	3.6	1.1	4.7
Racial/Ethnic Group							
White	62	100.0	42.4	37.3	11.9	8.5	20.3
African American	483	99.4	67.0	27.7	3.6	1.7	5.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	464	99.4	59.8	31.9	5.4	2.9	8.3
Disabled	94	97.9	85.6	13.3	1.1	0.0	1.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	558	99.1	64.1	28.8	4.6	2.4	7.1
English Proficiency							
Limited English Proficient	13	84.6	60.0	30.0	10.0	0.0	10.0
Non-Limited English Proficient	545	99.5	64.2	28.8	4.5	2.5	7.0
Socio-Economic Status							
Subsidized meals	443	99.1	67.3	28.0	3.5	1.2	4.7
Full-pay meals	115	99.1	52.2	31.9	8.8	7.1	15.9

Social Studies							
All Students	558	98.9	55.5	32.0	7.4	5.0	12.5
Gender							
Male	272	98.9	54.0	33.0	7.3	5.7	13.0
Female	286	99.0	56.9	31.2	7.6	4.3	12.0
Racial/Ethnic Group							
White	62	100.0	49.2	28.8	6.8	15.3	22.0
African American	483	99.2	56.8	32.1	7.3	3.8	11.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	83.3	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	464	99.1	48.3	36.9	8.9	5.8	14.8
Disabled	94	97.9	91.1	7.8	0.0	1.1	1.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	558	98.9	55.5	32.0	7.4	5.0	12.5
English Proficiency							
Limited English Proficient	13	84.6	30.0	50.0	20.0	0.0	20.0
Non-Limited English Proficient	545	99.3	56.0	31.7	7.2	5.1	12.3
Socio-Economic Status							
Subsidized meals	443	98.9	59.7	30.9	6.4	3.1	9.4
Full-pay meals	115	99.1	39.8	36.3	11.5	12.4	23.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	295	99.3	51.4	38.7	9.6	0.3	9.9
	8	283	99.3	54.6	33.6	10.4	1.4	11.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	260	99.2	51.2	41.1	7.7	0.0	7.7
	8	301	97.7	47.4	38.9	11.9	1.8	13.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	295	99.7	59.7	28.3	8.9	3.1	11.9
	8	283	99.3	59.3	37.9	2.1	0.7	2.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	260	98.9	54.4	31.5	11.7	2.4	14.1
	8	299	98.3	63.5	29.5	5.6	1.4	7.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	260	99.2	64.3	31.3	4.4	0.0	4.4
	8	298	99.0	63.6	26.9	4.9	4.5	9.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	260	98.9	57.3	34.3	6.5	2.0	8.5
	8	298	99.0	53.5	30.4	8.4	7.7	16.1

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 562)				
Students enrolled in high school credit courses (grades 7 & 8)	8.0%	Down from 89.3%	9.3%	15.5%
Retention rate	1.2%	Down from 2.8%	5.1%	3.0%
Attendance rate	95.8%	Up from 93.6%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%	Down from 14.6%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%	Down from 12.9%	7.5%	4.6%
Eligible for gifted and talented	17.9%	Down from 18.3%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.1%	Down from 19.4%	15.3%	13.6%
Older than usual for grade	3.2%	Up from 2.4%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.2%	Up from 0.0%	1.3%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	43.5%	Up from 40.4%	50.0%	51.8%
Continuing contract teachers	56.5%	Down from 61.7%	66.7%	78.1%
Highly qualified teachers	85.0%	Up from 80.8%	89.4%	89.6%
Teachers with emergency or provisional certificates	25.0%	Down from 30.2%	9.5%	6.0%
Teachers returning from previous year	78.4%	Up from 76.7%	78.8%	85.4%
Teacher attendance rate	95.6%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$40,357	Up 8.4%	\$40,069	\$41,328
Prof. development days/teacher	8.3 days	Down from 12.9 days	10.9 days	11.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.9 to 1	18.6 to 1	21.3 to 1
Prime instructional time	90.1%	Up from 87.5%	87.8%	89.3%
Dollars spent per pupil*	\$6,553	No change	\$6,883	\$6,022
Percent of expenditures for teacher salaries*	63.8%	Up from 63.1%	59.0%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 65.3%	93.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The motto for the 2004-05 school year was "Failure is not an option!" Our main goal was to empower students to experience success in a safe and orderly environment. Fairfield Middle School has accomplished several goals that have helped us to focus on student achievement. We are pleased with the overall improvements, with the learning community in which high expectations have been set for all, and we are continuing to recognize ways to impact student achievement.

Based on PACT scores from the 2003-04 school year, it was evident that instructional strategies needed to be revised and revamped to address the deficiencies in the four core areas. We implemented the Making Middle Grades Work initiative, a comprehensive improvement framework, so that we could prepare our students for college preparatory classes and increase rigor. The teachers and leadership team worked together in an effort to use data-driven decision making to drive instruction. On a positive note, during the 2004-05 school year, 100% of students passed the Algebra I end-of-course examination and 97% of students passed the English I end-of-course examination. A group of students were also featured in the Mathematics Teaching in the Middle School Journal along with an article discussing literature in mathematics.

Our stakeholders continued to provide support for our school. The School Improvement Council met each month and was active in revising school policies, procedures, and the school renewal plan. Bi-Lo became a business partner and assisted the school with events such as awards night. In addition, a continuous effort has been made to secure additional business partners. The PTO was reorganized after being inactive for several years. Teacher and parent advisory committees were formed and met monthly to discuss the progress of the school.

Uniform school rules and procedures were adopted to address classroom management. The no-zero policy was implemented to provide students the opportunity to complete all assignments. Second Chance was an initiative that was held every Thursday to provide students with another opportunity to retake a test in any core subject that they failed. Furthermore, the Griffin Pride Club was organized to provide incentives to students who demonstrated excellence in academics and behavior. Academic pep rallies were held each quarter to recognize student achievement. We also continued to provide PACT nights each quarter where parents and students could learn together. The homework center continued to provide afternoon tutoring and remediation for students. Teachers used benchmark results to target the goals for each student.

Ongoing staff development was an integral part of increasing student achievement. Teachers participated in best practice institutes on a weekly basis. Specialists empowered teachers to become active participants in the staff development process. Teachers participated in book talks on differentiated instruction and modeled literature circles. The Measures of Academic Progress test was given three times and teachers used this data to form focus groups. By forming focus groups, teachers incorporated differentiated instructional strategies in lesson plan development and transferred their learning to improve instructional practices in their classrooms.

Overall, we have implemented varied strategies to assist with student achievement; however, we would like to involve more parents and community stakeholders in helping us to reach our mission. Next year, we will continue focusing on student achievement by re-evaluating our school renewal plan to verify that student achievement is our top priority. Tammy F. Martin, Principal -- Shyrl Brown, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	285	103
Percent satisfied with learning environment	58.1%	70.4%	69.6%
Percent satisfied with social and physical environment	73.3%	73.3%	58.4%
Percent satisfied with school-home relations	37.9%	83.6%	60.8%

*Only students at the highest middle school grade level at this school and their parents were included.